



Basu Memorial Lecture

A NEW DEAL FOR TEACHER EDUCATION
1968

Dr. J. P. Naik

ALUMNI ASSOCIATION
Central Institute of Education
Delhi-7

सं गच्छध्वं सं वदध्वं सं दो मनासि जानताम् ।
समानो मन्त्रस्समितिस्समानी समानं मनस्सह
चित्तमेषाम् ॥

समानीः च आकृतिः समाना हृदयानि च
समानं परस्तु दो मनो यथा चस्मुसहासति ॥

कर्मणां तव पुण्यानां ज्ञानानां तपसां तेऽर्थां ।
दानानां च महाभाग फलं प्राप्नुहि सद्गुरो ॥

स्नेहेन सर्वभूतेषु वर्तमानं पितुः समम् ॥
अनुजीवन्तु सर्वे त्वां ज्ञातयो ज्ञातिबर्धन ॥

Come together; speak in harmony; and may your minds be alike. Uniform be your deliberation and uniform be the results you achieve; uniform be your mind and uniform your thought. Same be your intentions, same be your hearts; same your minds be so that there might be complete unison amongst you.

May you, O ! Noble Preceptor ! Now attain the fruits of your meritorious deeds, wisdom and penance; and also of the gifts of charity and love !

May you, who were adept at widening your family circle and treated all alike with father-like affection, be followed and imitated by these, all your kinsfolk.

Basu Memorial Lecture 1969

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Printed by :

WEDOLI ADVERTISERS, 53-Market Road, New Delhi
Phone : 262779 (works)

WELCOME ADDRESS

By
DR. S. N. SARAF

Prof. Begg, Dr. Naik, Fellow Cieites, Ladies & Gentlemen,

Today we are celebrating 69th birth anniversary of Prof. A. N. Basu. No words of appreciation, no tribute that we can pay can do justice to Prof. Basu to all that he was, to all that he did during his life-time. For ten long years, Prof. Basu held aloft the torch of this Institute, giving every day and hour of his life completely to the development of the many-sided activities of this Institute. These years in the life of the Institute have borne the stamp of his great and glorious personality. As a man, Prof. Basu combined a fine sensitivity of mind, a rare delicacy of feeling, with large and generous impulses. To the weak and frustrated, his heart went out in profound sympathy. He was transparent as crystal. His loyalty and affection were beyond comparison. By his own powerful and vibrant voice, which was sweet as well as serene he created, moulded, inspired and kindled a whole generation of workers in the field of education, to a loyalty to the first principles which he held so dear. He could not have built this Institute so enduringly but for certitude of faith and high sense of destiny. In all this ceaseless work, he never quarrelled with his tools. His life was one of unique and unparalleled service. We, who learnt at his feet, can pay our tribute best by serving the ideals for which he laboured to the very end.

A great soul like Prof. Basu is not to be mourned, for the flame of his spirit is eternal. By any standard of measurement, he was God's good man. Basu and the institute bore great love for each other,

and from Institute's love came Basu's strength. Institute's love for this man, this man who could be so demanding, so tender, so impatient, so involved, so aloof, so merry, so brooding, gave him the greatest of all powers—the power to preside over the destiny of the Institute with grace and distinction.

Prof. Basu was a firm believer of innovations in the field of education and he always throbbed with ideas and experiments. Soon after his retirement, the Alumni Association, as a token of its affection for Prof. Basu's love for research and experiments, instituted Basu Memorial Prize to be awarded to an alumnus for conducting some worthwhile experiment or undertaking research or investigation or an original writing, or for preparing a significant teaching aid. We award this coveted Prize, on this day. I am glad to announce that this year's Basu Memorial Prize goes to Shri Ved Ratna, Lecturer, Department of Science Education, National Council of Educational Research & Training, New Delhi for his thoughtful paper on : "A Precaution for Designing Simple Experiments in Science". On behalf of the Association, may I take this opportunity of congratulating our colleague, Shri Ved Ratna for getting this award. He deserves three cheers from all of us.

It is so gracious of you, Dr. Naik, to have readily agreed to our request to deliver the 1969 Basu Memorial Lecture this evening. We were deeply touched by your sweet and quick response to our letter of invitation and especially when you said that it was a great honour to be associated with a function which is organised in memory of Prof. Basu. I have no courage to Introduce you to this august audience. Who does not know you in the educational world of to-day? Your deep understanding of the multitudes of educational problems, your varied experiences, of research, teaching and administration, your standing as a scholar of eminence, your outstanding contribution in the evolution of Indian educational thought, your fruitful association with various consultative bodies at different levels, your vast knowledge of the educational situation of this big country, and even of its three hundred and odd districts and about

600,000 villages, combined with your simplicity, sense of commitment, devotion to duty, ceaseless endeavour in the pursuit of excellence, and your vision of India to emerge as the leader of the educational world, entitles you eminently to be one of our greatest educationist of today. It is indeed a great honour to us that you could find time to attend this evening's function and agree to deliver the Basu Memorial Lecture on the subject : "A New Deal for Teacher Education." We are extremely happy that you have selected this theme for this evening's lecture as it is appropriate to the occasion. Prof. Basu was a great pioneer of Teacher Education and he realised, more than any one else, during his time, the supreme importance of teacher education in the educational reconstruction of this country.

Prof. Begg, our Chairman this evening is known to us all. He was a close friend of Prof. Basu. Prof. Basu would often talk to us about him on so many occasions. It was perhaps because of this strong bond of friendship with our teacher which made Prof. Begg readily agree to be associated with the Alumni Day. I do not know how we should thank you for this gracious act of yours.

Ladies and Gentlemen : I welcome you for joining us on this auspicious occasion of the birth anniversary of Prof. Basu when we are also celebrating the Alumni Day of the Institute.

BASU MEMORIAL LECTURE

FEBRUARY 26, 1969

A NEW DEAL FOR TEACHER EDUCATION

BY
DR. J. P. NAIK

Mr. Chairman, Dr. Saraf and Friends :

I am very grateful to the organisers of the Basu Memorial Lecture and to the Alumni Association of the C. I. E. for inviting me to deliver the Memorial Lecture this year. I deem it an honour and a privilege, partly because of my friendship with Prof. Basu and the great reverence in which I hold him and partly because I find myself, although undeservedly, in the distinguished company of brilliant speakers who have delivered the lectures in the earlier years, Dr. K. G. Saiyidain, Prof. Humayun Kabir, Prof. M. Mujeeb and Prof. V. K. R. V. Rao. I am sure I am not worthy of this honour. But I could not say no to an occasion when I could pay my humble tribute to the memory of a dear departed friend.

II Personal Memories

Prof. Basu and I were close friends and shared several things in common. You are probably aware that we are both historians of education. Basu wrote his History of Modern Education in India and Nurullah and I wrote a book on the same subject. His book was as 'light' as ours was 'weighty'. He, therefore, used to tell me jokingly : "Naik, I have learnt one lesson from you, viz., if one must write a book at all, it should be a big one because people will not have the energy and the time to read it and, awed by its weight, they will not criticise you either". We were also interested in another programme : editing of historical documents. Prof. Basu did a tremendous service to the cause of History of Education in India by re-publishing **Adam's Reports (1835-38)**.

He also edited, at my request, a volume in the series of historical papers which Parulekar and I brought out on behalf of the Indian Institute of Education. There was also a third thing which we shared in common and which, although not well-known, is dear to my heart. We both took part in the freedom struggle and spent some time as His Majesty's guests. This reminds me of a wider truth. The basic problems in education and politics are so close that several persons have found it essential to combine both in their life. I divide such persons in two categories. The first is the category of persons who devote all their early life to education, then realise that none of the problems they are facing can be solved unless they can exercise political authority, and so turn to politics in their later careers. In this group, you can put men like Gopal Krishna Gokhale or Sir R. P. Paranjape of the last generation or men like Prof. V. K. R. V. Rao, Prof. Hiren Mukherjee or Prof. Balraj Madhok in this generation. The second group of people begin their life in politics, discover later that no political problem can be solved unless the people are educated better and so turn to education in their later lives. Basu and I belong to this latter group which is probably a minority group. You can, therefore, well imagine why I deem it a privilege to be associated with this memory and to deliver this lecture.

III Main Themes of Discussion

The subject of my lecture is : "A New Deal for Teacher Education". Two main considerations weighed with me in making the choice. The first is that Basu was keenly interested in teacher education; and the second is that, in my opinion, there is a possibility of giving a new deal to education in the Fourth Plan which will begin next month. For the first time in modern history, there is, in the Central Plan, a provision of Rs. 8 crores for teacher education and a suitable machinery has been created to administer it. For the first time again, there is a possibility of the programme of Central assistance reaching every training college in the country and helping it to improve itself. Every teacher educator and every education

department in every university can hope to be assisted. I, therefore, think that this is an occasion when all of us who are interested in teacher education should take stock of what we have been able to do or not to do, what the present position is, and what are the steps to be taken in future to make our limited resources take us a long way on the road to progress.

In this new deal for teacher education, we will have to re-examine a number of basic issues and re-orientate our policies in the light of the programme of educational reconstruction which we are going to undertake.

Among these, the following five are most important :

- (1) Objectives of teacher education;
- (2) Scope of teacher education;
- (3) Techniques of teacher education;
- (4) Programmes of teacher education; and
- (5) Essential conditions for the success of a new deal for teacher education.

I shall examine these issues briefly, one by one.

IV. Objectives of Teacher Education

The first important problem we have to examine relates to the objectives of teacher education. We must ask ourselves one important question at this juncture : Are we satisfied with the objectives which we had placed before ourselves in teacher education in the past ? Or do we think a change is necessary ? If so, in what direction ? I shall be putting forward some answers to these questions which may or may not be acceptable to everyone. But conclusions apart, even a discussion of these basic issues in depth will be of great help.

Teacher education is, after all, a type of education and its objectives also can only be broadly parallel to those of education

itself. As you know, education is a three-fold process and involves imparting of knowledge, teaching of skills and inculcation of attitudes, interests and values. Of these three aspects of the educational process, the 'imparting of knowledge' is the least important; somewhat more important is the teaching of "skills"; but the "inculcation of attitudes, interests and values" is the most important of all. This is true of teacher education also. A teacher must have knowledge. But any amount of knowledge we can give to him during his training period will become inadequate, sooner rather than later. The growth of knowledge is so rapid in the modern world that we should emphasize not the imparting of precise knowledge so much as the awakening of curiosity and building up of habits of self-study. The teaching of practical skills is more important. But even here, one finds that techniques of teaching and evaluation are rapidly so that an emphasis on the cultivation of an experimental approach assumes much greater significance than the imparting of any system of pedagogy, however modern or significant. But above all, it is the inculcation of right attitudes, interests and values which are of the highest significance in teacher education and I am afraid this is a programme which has received very little attention so far. The attitudes and values which are essential for a teacher are : a commitment to learning; a commitment to quality; a willingness to experiment and to take risks; a willingness and capacity to evaluate his own performance and take decisions for further self-improvement; understanding of commitment to professional ethics and code of conduct; and an identification with the interests of students committed to his charge. These attitudes and values are of very great importance in the life of a teacher of tomorrow. We must, therefore, replan our programme of teacher education in such a way that the inculcation of these attitudes and values becomes its first and most important objective.

V. Scope of Teacher Education

The second basic issue I would like to raise relates to the scope of teacher education. We use two phrases : "teacher education"

and "teacher training" as almost synonymous and inter-changeable with one another. Some colleges call themselves training colleges and others call themselves colleges of education, merely as a matter of taste. But should we really treat these two terms as synonymous for inter-changeable ? Perhaps not.

As you know, there are two main areas of content in the preparation of a teacher : (1) his command over subject-knowledge and (2) his capacity to teach the subject. In so far as mastery over teaching techniques is concerned, I would use the word "training". If you add to it his command over subject-knowledge also, I would call it teacher education. In other words, I would prefer to use the term 'teacher education' to include both the elements, viz., command over the subject-knowledge and command over the methodology, whereas I would confine the use of the expression 'teacher training' only to the methodology of teaching. On grounds of clarity, such a distinction is worth-making, especially in academic discussions. Its need increases further because these two types of content of teacher education are provided in two different types of institutions.

Unfortunately, the significance of subject-content in teacher education has not received adequate attention in our country, except at the primary stage. In the training of primary teachers, it is not only methodology, but subject matter also has always been included until recently. This was mainly due to the fact that the primary teachers were generally deficient in general education. For example, in the first training college for women teachers that was started in Poona, it was laid down that any woman above the age of 18 who said that she was willing to be a teacher would be admitted. The word 'said' is important because this woman aspirant for admission was not expected to be even literate. As there were no literate women who could be trained as teacher, a 'desire to become a teacher' was felt to be good enough as an entrance qualification. The training college in Poona thus started by admitting illiterate women and began with the teaching of the alphabet. Later on, the admission qualification was raised to the completion of Class V, then to Class

VII. But all these were low attainments in general education, and the training of a primary teacher always included a programme to improve the subject knowledge of the teachers. The situation has changed only recently when matriculates or higher secondary students began to be recruited as primary teachers and subject knowledge has begun to disappear from the training programmes for primary teachers as well. The training of the graduate teacher, however, never included a programme for the improvement of subject knowledge because a graduate was and is supposed to know enough of his subject.

This may have been right in the past. But we must ask ourselves whether it is right at the present time or whether it will be right in the days ahead. I find that we are facing a dilemma in our programmes to improve secondary education. On the one hand, we are making an effort to upgrade the curricula of secondary schools. We want the schools to teach more of science, more of history, more of everything under the sun. This implies that we want a teacher who has a much better command over the subject-knowledge than in the past. On the other hand, the standards at the collegiate stage are going down so that every graduate teacher we now get has a lesser command over the subject-knowledge than in the past. In other words, we are called upon to teach more and more of each subject with the help of a teacher who knows less and less of it. This is the practical situation we have to face. It is easy to say that, to improve these conditions, we must improve the standards of higher education or raise the qualification prescribed for secondary teachers from B.A. to M.A., from B. Sc. to M. Sc. But the M. A's and M. Sc's. are not available in sufficient numbers and the raising of standards in higher education is far from easy and will not give immediate results. If the reform of secondary education is to have any meaning, therefore, we must find a suitable method to improve the subject-knowledge of secondary teacher. This is of far greater importance than their methodological training. And what I have said of secondary teachers is true, **mutatis mutandis**, of primary teachers as well.

It is difficult for the people in Delhi to realize how serious a problem is created in secondary education by the inadequate command of the average teacher over his subject knowledge. Delhi is a big metropolitan area with good colleges, good traditions and big schools. You also have a well-established practice that a teacher in a secondary school will teach only that subject in which he has taken his degree so that a minimum subject-knowledge is always ensured. But let us realise that this is not so everywhere. Such a rule exists only in six States; and in the others, it is not even theoretically accepted. Even where it is theoretically accepted, it is impossible to enforce it in the rural areas or in small schools. Fifty per cent of our secondary schools have an enrolment of less than 100 and a staff of not more than five teachers. In such schools, the single-subject teacher is an unknown phenomenon and every teacher has to teach at least two subjects and sometimes, even three. The net result is that any subject is being taught by any teacher. We carried out a survey in a district, which I would not like to name, and found that 36% of the teachers who were teaching science had no degree in science and had not studied science beyond the matriculation stage. Less than one per cent of the geography teachers had studied the subject at the university. The most popular subjects at the university stage are Economics, Politics and Sociology and these have no counterparts at the school stage. So the teachers, who studied these subjects at the university, generally teach a subject of which they know little. There are even worse examples. A graduate of Marathi, for instance, will be found teaching Mathematics; a graduate of Hindi teaching Physics, and so on. George Bernard Shaw once defined education as a process in which "somebody teaches what he does not know to one who is not interested in it." This is very true of what is happening in a large majority of classroom situations in secondary schools at present; and to a lesser degree, it happens in the primary schools also.

In a situation of this type, I would certainly emphasize subject-knowledge far more than methodology. It is quite all right to train

a teacher to teach history provided he knows history. But if he does not know enough of history, he must first be taught history.

There is another reason why subject-knowledge must be more emphasized now and in the days ahead, namely, the explosion of knowledge. The stock of science knowledge, for instance, is doubling itself every ten years and hence the teachers' knowledge, his command over his subject, will be out of date in no time. But no corresponding revolution is taking place in the methodology of teaching. The reasons are obvious. Hundreds of university departments and research institutions with plenty of resources are involved in adding to the stock of knowledge so that there is a continuous addition to the content of the subject. But almost all the research in methodology is conducted mostly in training colleges with their meagre resources and meagre staff so that the gap between the growth of the subject-knowledge and the methodological change is continuously widening.

The point that I want to emphasize is this : The scope of teacher education includes training in methodology as well as improving subject-knowledge, the latter being of far greater significance than the former. We must, therefore, abandon the old concepts under which teacher education was restricted to training in methodology only; and as a corollary to this, we must give up the monopoly that we have been claiming, for teacher education, on behalf of the teacher's colleges. Instead, we must welcome the view that teacher education includes both subject-knowledge and pedagogical training and regard it as the joint responsibility of teachers' colleges (which will, by and large, confine themselves to pedagogical training) and of colleges of general education and the universities (which will take over the task of improving subject-knowledge). This, in my opinion is the most important reason to bring teacher education within the direct stream of university life.

VI. Types of Teacher Education

This leads me to the next basic issue I propose to discuss, viz., the types of teacher education. Until now, our emphasis has been on pre-service education. The prevailing view was that a teacher should be trained at the beginning of his career and for all time to come so that the idea of in-service education was not accepted at all. It is only recently that we have started a few programmes of in-service education in a small way. But even now, the relative emphasis continues to be pre-service education. Take, for example, the primary stage. The duration of the training course at this stage is one year in some States and the proposal is to extend it to two years. There is nothing wrong in this. But I do not like the position that all available resources are being spent on pre-service education without any provision for in-service education. If I were given the choice, resources being the same, I would advise a State Government to add an in-service programme of 2 to 3 months every five years of service—this will cost the State as much as a pre-service programme of one additional year—rather than increase the duration of pre-service education to two years without any provision for in-service education. Similarly, a question is often raised : should the B. Ed. course be of one year or of two years? Many teacher educators are of the view that one year is too short a period for the proper training of the graduate teacher and that the duration of this course should be raised to a minimum of two years. I would beg to differ slightly and say this : if I have the resources to increase the duration of the training course for graduate teachers from one to two years, I would rather spend the additional funds in providing in-service education to all secondary school teachers at the rate of 2 to 3 months every five years, and, what is even more important, I will utilize a good deal of the additional time for the improvement of subject-knowledge. After this reform is implemented, when I get additional resources for one year more, I will lengthen this one year course to two years. In other words, a provision for in-service education which will improve both subject-knowledge and methodology is far more important and must become indispensable part of any programme of the reform of teacher education.

VII. Methods of Teacher Education

This brings me to the methods of teacher education. We have so far emphasised full-time institutional courses only, I think a time has come when we should emphasise part-time courses. There is also a very important new programme that we have to adopt, viz., correspondence courses. I was discussing sometime ago, with authorities in West Bengal, how their teacher education should be improved. The situation in West Bengal, from the point of view of teacher education, may be described as desperate. The State has only 34% of its primary teachers trained and the duration of the training course is one year only. If we want to extend the duration from one year to two years and train all the primary teachers, the cost is astronomically large, larger than the entire educational plan of the state. The situation is similar in Assam: there is just no money for a development of the programme on traditional lines. But why must the traditional programme be adhered to? I had to face a similar situation in Kolhapur, back in 1943, when I took over as Education Secretary. I found that out of 200 primary teachers in the city, only six were trained. Many of them had already put in several years of service, had families, and were unwilling to go out of the city and spend time in training institutions. So what we did was that to extend the one-year course over two years and convert it into an evening course. The result was that at a very small cost, and in a very short time, we could train all teachers, with their consent and without inconvenience. On the same lines, I suggested to Government of West Bengal that they should develop programme of part-time teacher education. West Bengal is a predominantly urban area with a large number of secondary schools which could be used as training centres. I, therefore, advised the state that they should start an evening course wherever about 40 teachers are available, and utilize all the facilities available in local secondary schools and colleges to train the teachers. On this basis, I found that the problem was quite capable of an early and satisfactory solution. This can be done in other places also. In my opinion, what is needed, is an

emphasis on unorthodox/approaches to the solution of this complex problem and this is what we have to think of.

VIII Summing Up

Let me, therefore, sum up :

I have pointed out that we need revolutionary changes in the objectives of teacher education, in the scope of teacher education, in the methods of teacher education (pre-service and in-service) and in their relative emphasis, and on the techniques of teacher education, whether institutional, part-time or correspondence.

I shall also refer to one more important item before I leave this subject, viz., the involvement of teachers of all stages in programmes of teacher education. So far, it is unfortunate that we have not involved teachers and teachers' organisations in the programme of teacher education. You will agree with me that teachers have to be involved in all programmes of educational development. But the minimum educational programme in which the teachers' and their organizations should be involved is teacher education. I am, therefore, strongly of the view that, in all our programmes of developing teacher education, teachers and teachers' organizations have to be brought squarely into the picture.

IX Essential Conditions for Success

I now come to the last part of my discussion, viz., the essential conditions for success of any programme of reform in teacher education. I will refer briefly to three points.

The first is the need to abandon the unfortunate tradition under which we equate education with pedagogy. Throughout the years, education has not meant anything more than methods of teaching to us. I do grant that methods of teaching are important and that they will have to be well-taught. But I am afraid that education is a much broader concept. We have to bring in more and more of these broader aspects of education within our training system

and especially, lay much greater emphasis on subject/knowledge, on social aspects of education, on administration, on planning, and so on.

If this is to be done, a second important conclusion follows, viz., that we have had too much of in-breeding in the teacher training profession in the past and that this will have to be given up in the future. Some of you may think that I am making a harsh statement. But I feel it to be my duty to point out that, in the profession of teacher education, we have too much of an in-breeding between pedagogues.

Let me first explain what I mean by in-breeding. If one wants to be a teacher in a school or a lecturer in a training college, he must be a B.T. This is the minimum condition at present for all positions in schools, in teacher education, and in administration. So the B.T. examination becomes the 'charm' of the teacher; and like the 'charm' of a woman, it holds a unique position: if you have it, it does not matter how little you have of everything else; and if you do not have it, it matters even less what else you have. In other words, if you are a B.T., it does not matter how ignorant you are in everything else and if you are not a B.T., you might be the wisest man under the sun, but you will not be able to enter the portals of a training college.

Now let us see what happens because of this attitude. Who goes in for the B. T.? My observations do not apply to the present company, that is always honourably excluded, but it will be no exaggeration to say that it is only the third-rater or worse that generally goes in for B. T. My friend, Principal P. K. Roy, made a study of the admissions to all B. T. Colleges in the whole of India in one year and found that, out of 24,000 or so admissions that were made, those who were second or first class, were less than 8 percent. In some colleges, we were told that their only choice was to select a person who has failed twice at the B. A. or three times at the B. A. I have not seen a better device for eliminating talent

than the B. T. examination; and after all talent is completely eliminated and the premises are made safe for mediocrities and less than mediocrities, we start our programme of recruitment and promotion among the teacher educators and educational administrators. This is an impossible and absurd situation and I do not think that teacher education can be improved in this way. If we want prestige to come to teacher education—we must all accept that teacher education does not have prestige today—the only way out is to invite prestigious people to work in training colleges or for teacher education. There is also an alternative, viz., people who are working in the training colleges should improve themselves and acquire prestige. This is a very hard and a very long way; but it will have to be emphasized. What is even more important, we must welcome eminent scientists, philosophers, psychologists, sociologists, etc., to teacher education. I have no doubt that, if a man like Prof. M. N. Srinivas were to begin to teach sociology of education in a training college, the whole atmosphere of the training college and the prestige of teacher education will undergo a metamorphosis. We must, therefore, broad-base ourselves. If teacher education has to improve, If we have to get support from all sectors of education, the best people in the country, whatever their disciplines, should be made to take interest in education as a discipline and to take a still deeper interest in teacher education. We must throw our doors open to bring in a great deal of inter-disciplinary thinking and inter-disciplinary personnel to work in training institutions.

My third point is that the selective approach does not have much application in teacher education. We have a theory that, for qualitative improvement, we must have some peaks of excellence. The Regional College idea was put forward from this point of view and it was said that, if teacher education is to be improved, we must have some peaks of excellence like the Regional Colleges. I have no quarrel with this idea, subject to certain reservations, in other fields. For instance, the model or peak of excellence we create must be within reach of the majority of institutions and repeatable. But even when such conditions are fulfilled, I do not think that the

selective idea is good for training institution because, in this sector, we cannot allow any institution to be sub-standard. I would not like even a school or a college to be sub-standard. But I am prepared to make a compromise and let some school or college fall below average. But no training institution should be sub-standard because the teachers it trains will damage hundreds of schools. I would, therefore, suggest a programme of reform which should reach every institution for teacher education and raise it to minimum levels. I would also emphasize, from this point of view, the production of materials for teacher education and experimentation. This is one area where the Regional Colleges, the NCERT and the University Departments of Education, or Schools of Education that we propose to start will have an important role to play.

X. Concluding Remarks

Friends, I do not think I shall take more of your time. I have put forward some questions and suggested some tentative solutions. But I do not insist on any of these. My plea to you will be, not for agreement on my views, but for a commitment to the cause. In the Fourth Plan which begins next year, there is a fairly large allocation for improvement of teacher education, an allocation the like of which was never made in the past. This is, therefore, our one chance of doing something worthwhile for teacher education. Let us therefore not miss this rare chance. Let us raise these basic questions, answer them to the best we can. There will not be, and need not be a single answer to any of these questions. There could be a multiplicity of answers, each one of which could be tried. Let us, therefore, keep an open mind on every issue. But let us agree on one important point, viz., to make the most thoughtful and earnest effort that we are capable of for improving teacher education in the Fourth Five-Year Plan.

Thank You

PRESIDENTIAL ADDRESS

BY
PROF. M. M. BEGG

Naik Saheb, Saraf Saheb :

I felt honoured when you asked me to be here and I am happy to have listened to Naik Saheb's address which has been so educative to me. A large number of people here are those who have been pupils of Basu Saheb. I was lucky to be in Delhi throughout the period when Basu Saheb was building this Institute. Whenever I came to the university for a meeting, I never missed meeting him. It was a delight and a pleasure. I knew him as a friend, who very often guided me in a similar process of building up Delhi College. There were occasions when I felt frustrated and I thought that that was the end of the effort. But his example and his advice were very helpful to me. He had the Christian qualities of love, charity and humility. To these he added the purely Indian qualities which have been an integral part of Indian culture, the qualities of the Guru, the teacher. He himself was a Guru in the truest sense of the word.

He loved his students. From the time a student entered this place Basu Saheb was interested in him both as a person and as a student. The doors of his office and of his house were open to any one and every one who would come to him with a personal problem, with a study problem, with a financial problem and he helped without showing that he was being helpful.

He also loved his work. He loved the Institute. He had a devotion to duty which is rare. But the greatest thing about him was his faith in his mission. He had ideas, he believed in them and he had the courage to put them in practice. He was prepared to experiment and it was due to these qualities of his that this Institute grew. The result of his devotion to the Institute and love for his students was that his students came to be known outside as teachers about whose proficiency as a teacher no questions need be asked. The name of the Institute became a hall-mark. C.I.E. was a good and efficient CIE and no more questions were necessary. If you came from CIE, you must be a good teacher. The love, the work and devotion of Basu Saheb was behind it all.

His students returned his affection with compound interest. I do not know at what rate—ten times, hundred times, thousand times, they just loved him. But they also loved his work, with the result that if he was the Guru, they were the disciples in the true Indian sense of the word. If he had lived in the ancient times, all the students in CIE would have been fetching water for him, wood for him, sitting at his feet and if he wanted to smoke, getting his hooka ready for him. In the present age they showed their devotion to him by working the way he wanted them to work, and that way the personality of the individuals who entered this institute was transformed under his very eye through his example, through his guidance.

The number taken was small and he knew them all by name. In many cases he knew the families from where they came. He knew how they worked and studied. Walking here and there, he would ask them questions to encourage them, to correct them, if necessary, and that is an aspect that should be emphasised. He had a perpetual smile on his face. But behind that smile was a firmness of purpose. He would not stand nonsense and he made it clear so that there may be no doubt. Those around him knew of this. They appreciated his smile and they wanted that smile to

continue when he was looking at them and they wanted to come up to the level that produced that smile. During the period I knew him, ten years eleven years, he did not change. He was the same Basu Saheb, with the same energy, the same smile, same hard work. This continued from 1948 to 1959. He had some secret sources of energy and those secret sources were the love that he had for his students and for his work.

I am grateful to those who invited me here and gave me an opportunity to associate myself with this function. It has taken me back to those ten years of my own life. I remember when we started Delhi College only 16 students were admitted and when they did not see much in the College, not much furniture, not much of teachers, 13 of them asked for a leaving certificate. The choice before me was to agree or not to agree. I decided to sign those leaving certificates and we were left with a number that could be counted on fingers. And then suddenly the Delhi University decided that students coming from Sind who could not appear in the Matriculation examination because of the disturbances or those who took the examination and failed may be admitted in the preparatory class. By that time admissions in different colleges had been closed. I did not know how many of them were there. But I agreed to take them and 500 of them joined. They were Chablanis, Makhjanis, and Ramchandanis and so many other Anis that I thought of naming myself as a Begani. They were good students. But nearly all of them had joined the preparatory class to get a certificate that they were students of a class to which pupils are admitted after passing the Matriculation examination because that would serve them as a Matriculation certificate. By the time the year ended, they had all gone and in B. A. I Year, I had again a number that could be counted on the fingers.

At this time there was a rumour that the Camp College was to be closed down. The well established colleges did not have seats for students from the Camp College. Some students saw me and

assured me of disciplined life if they were given admission. They were honourable students and they kept their word.

This time they were 800 and when the people in Delhi saw that we had 500 in the first year of our existence—they did not know that all the 500 had gone—and 800 students the next year, they started thinking that Delhi College was not such a bad college after all, and the Delhiwalas started coming. Time passed, and things grew and the number went up to 1500 in the day classes and 1500 in the evening classes.

The numbers brought new problems and these problems I discussed and shared with Basu Saheb. He had more experience and gave me very helpful advice.

In addition to his qualities of devotion to work and love for his students he had wide interests which added new dimensions to his personality. I value him more because of this when I compare him with people of specialised interests resulting in a narrow approach to problems. I believe that a teacher is a better teacher if he has wide interests.

It is with a sense of gratitude that I remember him today as a friend and as a guide and I am thankful to my friends who invited me to enable me to associate myself with this function in his memory.